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ABSTRACT

This report describes how the bibliographic instruction program at the learning resource center of Arizona's Northland Pioneer College (NPC) tries to encourage potential patrons to become aware of, and use, the library's services. It is noted that NPC serves a widely scattered geographic area with a diverse, isolated service population which is inclusive of three Indian tribes. Included in this report are a list of the available library services and a detailed description of the bibliographic instruction program, "LIB 145--Library Research Skills." This description includes a listing of the eight major goals and specific objectives designed to enable students to achieve those goals. The report concludes with discussions of each of the eight goals, which involve learning how to: (1) locate main items in the learning resource center (LRC); (2) use the card catalog; (3) become able to locate books on shelves; (4) use the Reader's Guide to Periodical Literature; (5) use encyclopedias, dictionaries, and almanacs; (6) formulate research strategies; (7) write footnotes and bibliographic citations; and (8) order materials through interlibrary loan. (MAB)

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MARKETING REFERENCE SERVICES THROUGH BIBLIOGRAPHIC INSTRUCTION AT NORTHLAND PIONEER COLLEGE

by

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INTRODUCTION

This paper is a look at what we are doing at Northland Pioneer College to market reference services through bibliographic instruction. Perhaps what we are doing, will help other learning resource centers serving rurally, isolated culturally and economically disadvantaged areas accomplish some of the same goals, or modify what we are doing to meet their own needs.

A search through the literature available did not turn up anything that I could really incorporate into this paper in a constructive way, so I have decided to go my own way, and state what is being done. Things are always being modified so what is given here is a beginning, and not an ending.

What we are doing here is unique to this situation. It is not meant as the only answer or the only way to approach a given situation.

Many of the things here have been done as a team effort. My sincere thanks go to Dr. Shirley A. Reed, Associate Dean for Learning Resources, Northland Pioneer College, for encouraging me to teach a beginning course in library research skills, to Dr. Bijan Missoumian, Curruculum Specialist, who helped to design some of the teaching modules, and in addition to Dr. Reed, Eva Purvis, LRC Secretary, Wilma Batala, Fern Batala, Elva

Elsberry, and Virginia Gonzales, all LRC assistants who helped design some of our information brochures. In addition, Bob DeRamus of the Printing and Duplicating Department of Northland Pioneer College has provided invaluable assistance in printing all of our materials.

STATEMENT OF THE PROBLEM

Northland Pioneer College serves a widely diverse clientelle in Navajo and Apache Counties in Northeastern Arizona. The learning resource center program currently has nine learning resource centers serving the communities of Winslow, Holbrook, Snowflake, Show Low, Kykotsmovi (Hopi Unit), Whiteriver (Apache Unit), Kayenta, St. Johns and Springerville.

In addition to a widely scattered geographic area, the service population is made more diverse because it includes three Indian tribes: the Navajo, the White Mountain Apache, and the Hopi.

The largest community in the entire service area is only 8,500. By and large, the entire area is isolated, as well as economically and culturally depressed, and culturally depressed. One of the biggest problems is that of isolation. Miles and miles of "nothing" exist between several of these locations.

Most areas are not used to any type of sophisticated library services. Many individuals have not had much to do with or in library settings before coming to Northland Pioneer College. It is difficult, but not impossible, to to interest this type of individual in the merits of good library service. Many find that they must use library services when the enroll in traditional liberal arts courses. Our job is to encourage library use in two ways. First, we must make our patrons aware of the

services that are available, and second, we must find ways that will enable our potential patrons to want to use our services.

SERVICES AVAILABLE

Currently, the following services of a research nature are made available to students at Northland Pioneer College:

1. Reference services: A full range of reference services are made available in person or by telephone at the learning resource center closest to the student's home. A professional librarian backs up all reference inquiries from the district learning resource center in Holbrook.

2. College catalog collection: A full college catalog collection is maintained on microfiche at the Registrar's Office in Holbrook. Copies of information requested by students are made available through all learning resource centers.

3. Instruction in research skills: LIB 145, a beginning one unit course in elementary research skills has been developed to aid the student in learning to do library research.

4. Inter-library loans from anywhere: A concerted effort is made to get what the student needs wherever it may be. These requests are aided by telefacsimile transmission. In addition, photocopy charges for any type of research project are absorbed by the learning resource centers and not passed on to the student.

5. 240 magazine and newspaper subscriptions: Magazines are housed throughout the district. Many are on microfiche or microfilm. Xerox copies are made of articles without charge to the student. Charges are not made for microprints as well.

6. Genealogical referral service: Since the college teaches two courses in historal genealogy, referrals are made to cooperating libraries for students working on these projects without charge.

7. Computer CD-ROM access to five million books: The college is a subscriber to the Western Library Network (WLN) data base, which provides subject, author and title access to five million book and audio-visual items. Bibliographies from this source are made available to students without charge.

8. Info Track CD-ROM access to current periodicals: Info Track does for general periodical searching what WLN or Western Library Network does for book. Access is by subject or personal name. Again, no charge is made for the searching, and bibliographies are made available without charge.

In making these services available, we have tried to create a climate which will invite use. We have designed attractive self-help flyers and/or brochures to push and encourage usage, and because of a crying need from students for assistance in writing papers and doing library research, we have designed a course, LIB 145--Library Research Skills--the components of which, follow.

TRUST US . . . YOU WILL BE CONFUSED

LIBRARY RESEARCH SKILLS

LIB 145 1 HOUR CREDIT

RECOMMENDED FOR ALL STUDENTS WHO WILL BE WRITING RESEARCH PAPERS

LEARN THE SHORTCUTS TO DOING RESEARCH FOR TERM PAPERS

LEARN HOW TO LOCATE THE INFORMATION YOU NEED QUICKLY AND EASILY

FRIDAY/SEPTEMBER 2ND AND 16TH

Winslow Ctr. 8:00 a.m. - 12:00 p.m.

Holbrook Ctr. 1:00 p.m. - 5:00 p.m.

FRIDAY/SEPTEMBER 9TH AND 23RD

Show Low Ctr. 8:00 a.m. - 12:00 p.m.

Snowflake Ctr. 1:00 p.m. - 5:00 p.m.

Register to take the course at the center nearest you.

LIB 145 - LIBRARY RESEARCH SKILLS

LIB 145 was developed with the assistance of and at the request of Dr. Shirley A. Reed, Associate Dean for Learning Resources at Northland Pioneer College. The course has been taught for two semesters, beginning in the fall of 1988. Sixteen people completed the course in the fall of 1988. More than twenty individuals are expected to complete the course in the spring of 1989.

Allen P. Rothlisberg, course instructor, visited all of the Freshman English II classes at the beginning of the semester in Holbrook, Winslow, Snowflake and Show Low, where the course is being taught. It is not yet taught in the other service areas. In addition, flyers were sent to all faculty members encouraging them to ask students to register. The first time the course was taught, enrollment came largely from English classes. The second time that the course was taught, enrollment came not only from English classes, but from biological sience classes as well. As the course gains in popularity, it will be interesting to see where additional enrollment will come from.

LIB 145 - LIBRARY RESEARCH SKILLS

MAIN GOALS :

After completing this course. you should be able to successfully:

1. Locate the main items in the LRC.
2. Use the card catalog.
3 Use books on shelves.
4. Use periodical indexes.
5. Use the main references in the LRC.
6. Choose appropriate research strategies.
7. Use bibliographic citations and footnotes.
8. Order books and articles through Inter-Library loan.

==========

Specific Objectives

1. To learn how to locate the main items in the LRC. you need to:

-Determine which of the following items are available in their LRC. draw a map of the LRC. and identify the location of each item on the map:

-Card Catalog
-Circulation Desk
-Copy Machine
-Microfilm Readers
-Microfiche Readers
-Periodical Indexes
-Periodical Holdings List
-Current Periodicals
-Fiction Books
-Reference Section
-Reserve Books
-Current Newspapers
-Biographical Materials
-Dictionaries
-Paperbacks
-Encyclopedias
-Thesauras

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2. To become able to use the card catalog. you need to complete the following:

   A. Identify the 3 sections of the card catalog by locating each section in the presence of the instructor.

   B. Describe to the instructor the differences between the 3 sections of the card catalog.

   C. Identify each element of a catalog entry by pointing to them on the card and completing an out of class assignment.

   D. Demonstrate an understanding of the alphabetical organization of the card catalog by rearranging 5 citations for each of the 3 sections of the card catalog in the right alphabetical order.

   E. Using the Author section of the card catalog. identify 3 books written by 3 different authors. physically locate them on the shelves. check them out. and take them to your instructor.

   F. Using the Subject section of the card catalog. identify 3 books in a subject. physically locate them on the shelves. check them out. and take them to your instructor.

   G. Using the Title section of the card catalog. identity 3 books. physically locate them on the shelves. check them out. and take them to your instructor.

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3. To become able to locate books on shelves. complete the following activity:

   -Place 10 call numbers in the right shelf order.

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4. To learn how to use periodical indexes. complete the following activities:

   A. Identify. in writing. the following elements on 3 entries in class and complete a similar assignment out of class:

      -Subject Heading
      -Title
      -Author
      -Periodical
      -Volume & No.
      -Date of issue
      -Pages of the article

   B. Using the "READER'S GUIDE to Periodicals." identify and write down 5 entries on a topic of your choice.

   C. Give the correct meanings of 10 abbreviations in different entries.

   D. Locate the correct Subject Headings for 20 general topics in the READER'S GUIDE.

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5. To become able to use the main references (encyclopedia. almanac. and dictionary) in the LRC. you should:

   -Answer 10 questions. in writing. using an encyclopedia. almanac or dictionary.

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6. To learn how to choose appropriate research strategies. you need to:

   A. Follow the guidelines in the handout entitled "RESEARCH PAPER WORKSHEET" and:

      a. Select a broad topic:
      b. Narrow your broad topic into a specific one:
      c. Develop and write a "THESIS STATEMENT:"
      d. Locate 3 books on your particular topic:
      e. Find 3 magazine articles on your particular topic.

   B. Narrow down 5 broad topics into specific ones:

   C. Choose 5 topics ad write a "Thesis Statement" for each.

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7. To learn how to write bibliographic citations and footnotes. you should:

   A. Write bibliographic citations for the 3 books that you found for your research topic.

   B. Write bibliographic citations for the 3 magazine articles that you found for your research topic.

   C. Write 3 footnotes using the books you found for your research topic.

   D. Write 3 footnotes using the magazine artilces you found for your research topic.

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8. To learn how to order books and articles through Inter-Library loan. you should:

   A. Complete Inter-Library loan forms for 3 books of your choice:

   B. Complete Inter-Library loan forms for 3 magazine articles o: your choice:

   C. Submit all the completed forms to the LRC Librarian.

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GOAL 1: LOCATION OF MAIN ITEMS IN L. R. C.

After a brief course introduction, which includes explaining the goals of the course, as well as distributing relevant learning resource center brochures, the student is given a tour of the learning resource center where he is the course. His assignment, which is done outside of class, is to draw a map of the relevant items listed on the assignment sheet. An architectural rendering is not required, but a basic understanding of where certain things are located is. If a student is familiar with where items he will be using are, his success rate will climb.

GOAL 2: USE OF THE CARD CATALOG

One of the main tools in doing library research is the proper use of the card catalog. At Northland Pioneer College, this is complicated for some people because the learning resource centers do not have traditional card catalogs in drawers. Instead, the catalogs are on microfiche. In this exercise, the student is taught how to properly use the Northland Pioneer College card catalog. An in-class exercise involves finding materials using the subject, author, and title portions of the catalog, and bringing the found items to the instructor.

In addition to learning how to use the card catalog, a special handout is given to each student which explains the holding symbol and/or call number on each entry. Northland Pioneer College produces a joint catalog with Central Arizona College. The materials of both colleges are readily available to our students through inter-library loan and inter-campus delivery channels. Inter-campus deliveries take place between Winslow, Holbrook, Snowflake and Show Low four times a day. Inter-campus deliveries to Springerville, St. Johns, Kayenta, Kykotsmovi (Hopi Unit) and Whiteriver (Apache Unit) take place twice a week. Telefacsimile delivery of periodical articles takes place several times a day to each area.

In addition, the instructor explains the anatomy of the catalog card or type of entry the student will find in the card catalog. The student is asked to complete two out of

class assignments, one on the anatomy of the catalog card and the other on the filing of catalog entries.

GOAL 4: THE READER'S GUIDE TO PERIODICAL LITERATURE

The most common and general periodical index is The Reader's Guide to Periodical Literature.' If a student learns to use this index properly, he can then transfer what he has learned to almost any other periodical index. A helpful handout on finding magazine articles in the learning resource center is distributed and explained by the instructor. A video on The Reader's Guide, produced by the H. W. Wilson Company, the publisher publishing Reader's Guide is also shown. The video shows patrons actually using this valuable reference tool for a variety of different research projects. It helps to quiet the fear of using periodicals for research. The student is then given a variety of exercises to be done outside of class, which will reinforce his understanding of The Reader's Guide.

GOAL 5: USING ENCYCLOPEDIAS, DICTIONARIES AND ALMANACS

Encyclopedias, dictionaries and almanacs provide a wealth of general information which can be invaluable to someone who is beginning research. Oftentimes, students do not know the difference between and index and a table of contents, so this is explained here. In class, the instructor encourages them to look up subjects that they would like to find something out about--something that they have an interest in. How to use an index and a table of contents is carefully explained. As an out of class ex-exercise, the student is asked to answer ten questions, the answers for which can be found in a dictionary, almanac, or encyclopedia.

GOAL 6: RESEARCH STRATEGIES

Students often have trouble developing research strategies. A research strategy is defined by the instructor. In addition, the student is taught how to choose a broad topic, and narrow the subject down. An out of class assignment involves narrowing broad topics into specific ones, and writing thesis statements. Relevant handouts are passed out and discussed.

GOAL 7: WRITING FOOTNOTES AND BIBLIOGRAPHIC CITATIONS

Writing footnotes and bibliographic citations often proves difficult for the beginning researcher. Sample footnotes from the Turabian style manual are discussed. Footnotes and bibliographic citations for books and periodicals are stressed. Northland Pioneer College does not have an adopted style manual at present, so the student is taught to be adaptable, in that one instructor may require the Campbell style manual, another the MLA Style Sheet. If the student learns one form, he can easily adapt to another. An out of class assignment involves writing three bibliographic citations and three footnotes from material the student chooses, using the Turabian format given the student.

GOAL 8: ORDERING MATERIALS THROUGH INTER-LIBRARY LOAN

Success doing research in an isolated decentralized setting requires planning ahead. It also requires getting materials through inter-library loan channels, whether they be inter-district, or through other channels.

The student is taught how to order inter-library loan materials. The importance of planning ahead is stressed. Students are encouraged to order materials as soon as a research assignment is given. An out of class assignment requires preparing three inter-library loan requests for books, and three for periodical articles. The student may choose what items to order. The student is given six inter-library loan order forms, three for books, and three for periodicals. Careful attention is given to the spaces allocated for the student's name and telephone numbers, because we have had several requests turned in without this information. When this is done, it is impossible for us to fill the requests.

CONCLUSION

Although we have not had a wide audience as yet, we have found that students that have taken this class have benefited, and are more comfortable using our learning resource centers.

The course includes eight hours of classroom hands-on instruction, and eight hours or more of outside work. Emphasis has been placed on practicality rather than theory. One popular aspect is that the student may look up anything he chooses to complete course requirements. Another popular aspect is that a completed research paper is not required. The student is only required to demonstrate his ability to complete tasks leading up to a completed research paper.

Included with an explanation of each goal are copies of each assignment and each handout given to each student. I have enjoyed teaching this course, and find that as always, I am learning a great deal from my students as the course progresses.

Because students who have taken this class are more comfortable using our learning resource centers, they are using our services more. To that end, we have been successful in marketing reference services through this course.